

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education (Dec. 2003) - A report to the South Carolina Commission on Higher Education called for a public agenda for higher education to get involve with the preparation of greater numbers of students for higher education.

Mission Statement

The Dalton and Linda Floyd Family Mentoring Program at Coastal Carolina University is a civic/public engagement initiative preparing university students to mentor ?at-risk? children in South Carolina Schools in an effort to increase the academic and personal success of K-12 leading to increasing students overall graduation rate. The program also provides resources to Coastal Carolina faculty who incorporate mentoring as civic/participatory learning in their courses and works with university and community groups to promote mentoring and civic initiatives within the K-12 environment. The mentoring program supports the University in developing students that are educated, responsible, and productive citizens. - Long-term

Goals

STATE LEVEL

- ? To impact K-12 by improving academic progression, high school graduation and college participation rates in the state of South Carolina - Long-term
- ? To create a K-12 mentoring program model that can be replicated statewide - Short and Long-term
- ? Identify, consult and support community partners in developing mentoring/tutoring efforts in the K-12 schools - Short and Long-term

COASTAL CAROLINA UNIVERSITY

- ? To improve the retention, progression, and graduation rates of CCU students at Coastal through the impact of their involvement in campus civic initiatives and activities - Long-term
- ? To develop the whole CCU student by providing opportunities and experiences that enrich them academically, personally and professionally - Short and Long-term
- ? To educate and provide experiences to CCU students to become advocates for service, increase their awareness of civic responsibility (mentoring program), and strengthen their relationships between students and their communities (participation, future philanthropy, etc.) - Short and Long-term
- ? To support CCU students in developing a life-long commitment to service and civic involvement - Short and Long-term
- ? To offer CCU students the opportunity to gain a broader appreciation of their academic discipline and a larger perspective for the context of course material through civic engagement (mentoring) - Short and Long-term
- ? To enhance CCU course content by intentionally connecting academic courses with real-life experiences (mentoring) that cultivates social duty, responsibility thereby fostering a commitment to society and social change - Short and Long-term
- ? To provide a positive role model for K-12 students - Short and Long-term

K-12 SCHOOLS

- ? To impact positively on the attendance, behavior, grades, progression and graduation rate, HSAP results of K-12 students participating in the mentoring program - Long-term
- ? To improve K-12 student attitude about learning, school and their academic future - Short and Long-term
- ? To promote K-12 student aspirations about attending higher education - Long-term
- ? To improve the number of graduating high school seniors entering higher education institutions, specifically in the state of South Carolina - Long-term

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Mentor Program provides training to two constituents: campus students and community partner:

- ? Three hour orientation session for each Mentor
- ? Community Partners are provided with a capacity evaluation to ascertain their ability to effectively administer a mentoring program; provided with a Train the Trainers workshop which takes leaders in our community partner's organization and train them as leaders in their initiative; and provide the venue and knowledge about resources available to their organization

Recruitment is handled in four aspects: campus students, incoming freshmen, faculty and community partners

- ? Center of Effective Teaching and Learning provide faculty informational and orientation sessions as well as syllabus creation assistance
 - o The proposal must include:
 - ? describing how the course will meet each of the established criteria,
 - ? a syllabus reflecting the civic-learning pedagogy, and
 - ? a one-paragraph description of the course.
 - o Students provide weekly mentoring to selected students in grades 4-12.
 - o Knowledge from the discipline instructs the mentoring experience and vice versa.
 - o Course activities provide a method or methods for students to reflect on the mentoring experience and the course content.
 - o The course offers a method to assess the learning derived from the Mentoring. Credit is awarded for the learning and its relation to the course, not for the mentoring alone.
 - o The mentoring opportunities are aimed at the civic learning of the Coastal Carolina student and the development and empowerment of Horry County School students.
- ? Freshmen Seminar presentations
- ? Community presentations

Technical assistance and monitoring services are provided in the follow ways by Information Technology Service and Office of Institutional Research:

- ? Program data collection and analysis
 - o Time mentoring/being mentored (frequency and length)
 - o Number of students engaged; number of courses incorporating a mentoring component; number of faculty teaching courses incorporating a mentoring component; total hours of service
 - o Number of semesters mentoring (continuation)
 - o Number of courses using service learning
 - o Number of faculty teaching service learning courses
 - o Program and provide scan device to assist in the electronic attendance system at each school to track mentoring hours
 - o Total hours spent mentoring
 - o Number of students engaged in the mentoring initiative
- ? Reflections and Surveys (children, school personnel, mentors, CCU faculty)
- ? Personal discussions and self-evaluations
- ? Course related student projects/presentations/assignments

Professional Development

- ? Civic Engagement Conference for higher education institutions across the

state. Through 50-minute thematic sessions and poster displays, presenters are asked to share their programs, projects, research or best practices in decreasing the dropout rate and improving student success of K-12 students. Special sessions will highlight CCU faculty who have incorporated K-12 mentoring within their content courses over the last two years.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Mentoring Program Designs

4-12 Grade Mentoring Program

Youth to be served: 4th grade into high school in primarily Title I Schools

Mentors: Coastal Carolina University students fulfilling Horry County Schools volunteer requirements

Type of mentoring: one-on-one

Nature of mentoring: academic support, socialization

Where/When: at school, during mealtime or as requested; at least 1 special group activity each semester

How often: one hour/week throughout semester (goal: at least 9-10 visits each semester)

How long: at least until exit exam is successfully passed

CCU Early Intervention Mentoring Program is a school-based initiative that matches early childhood/elementary education majors with identified at-risk first grade students at Title 1 schools. Through this 3-year pilot project we will develop a literacy program for the first grade to incorporate an early intervention component of our current mentoring program initiative. This school-year pilot project will engage first grade students at one Horry County school in a control group where the identified first grade students will receive one-on-one mentoring and classroom and teacher enrichment materials, resources and professional development. A comparison group of first grade students at that same school who are receiving school supported remediation services will not receive the one-on-one mentoring but will be enriched by the additional materials, resources and the professional development of their classroom teacher. There will also be two external comparison groups at two additional Horry County comparative schools where students will not receive one-on-one mentoring service but the first grade classrooms will receive identical additional materials, resources and professional development opportunities. It is expected, that through this project, at-risk first grade students who are receiving the one-on-one mentoring services, will progress academically in the area of literacy at the same rate or better than first grade students in the comparison groups. It is expected that with the success of this pilot project and development of the Early Intervention Mentoring Program one-on-one mentoring services will also be offered to the two comparison schools at a later date.

One on One Mentoring

| | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 |
|-------------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Mentors Placed | 53 | 74 | 261 | 301 | 244 | 255 |
| Early Intervention (EI) | | | | | | 91 |
| Mentors Completed Hours | 53 | 72 | 244 | 258 | 217 | 234(325) |
| Mentors in Courses | 53 | 48 | 229 | 209 | 130 | 162 |
| Volunteer Mentors | | 24 | 15 | 49 | 87 | 72 |
| Course Offerings | 1 | 2 | 15 | 14 | 12 | 11 |
| Schools Served | 4 | 5 | 14 | 21 | 21 | 21 |
| EI Mentor Hours | | | | | | 866 |
| 4-12 Mentor Hours | 343 | 857 | 2580 | 2614 | 2305 | 2183 |

10882 total hours served by mentors + 866 total hours served by Early Intervention Mentors =

11748 total hours served by CCU Mentors

5354 hours served 2006-2007

Average Hours Served by Mentors = 11.1 Fall 2004-Spring 2007

Average Hours Served by Early Intervention Mentors = 9.52 Spring 2007

Average Hours Served by All Mentors = 9.9 Fall 2006-Spring 2007

Courses with a mentoring component

| | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 |
|--------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Faculty Involved | 10 | 2 | 15 | 11 | 8 | 9 |
| Mentors in Courses | 53 | 48 | 229 | 209 | 130 | 162 |

Civic Engagement Conference

1st Annual Civic Learning Conference entitled Making a difference in K-12 Education for our Future: Decreasing the dropout rate and improving student success. Through 50-minute thematic sessions and poster displays, presenters are asked to share their

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

| Fall | Spring | Fall | Spring | Fall | Spring | | | | |
|--|--------|------|--------|------|-----------|------|------|------|------|
| | | | | 2004 | 2005 | 2005 | 2006 | 2006 | 2007 |
| ? Number of Coastal Student Applied to be a Mentor | | | | 54 | 75 | 267 | 315 | 316 | 257 |
| ? Number of Mentors Permitted to Serve | | | | 53 | 72 | 251 | 286 | 244 | 255 |
| ? Number of Mentors to Continuing | | | | NA | 24 | 12 | 76 | 40 | 77 |
| ? Number of Children Served by Mentors | | | | 53 | 74 | 244 | 275 | 244 | 255 |
| ? Number of Elementary/Intermediate Schools Served | | | | 4 | 5 | 11 | 15 | 15 | 15 |
| ? Number of Middle Schools Served | | | | NA | NA | 3 | 6 | 6 | 6 |
| ? Number of Hours of Service by Mentors | | | | 343 | 857 | 2280 | 2614 | 2305 | 2183 |
| ? Number of Courses 11 | | | | 1 | 2 | 15 | 14 | 12 | |
| | | | | | (10 sec.) | | | | |
| ? Number of Faculty | | | | 10 | 2 | 15 | 12 | 8 | 9 |

Mentee Survey Results (school-age children)

Selection Criteria for Mentees by Mentor Program Coordinator at each school

| | Elementary | Middle School |
|--------------------------------------|------------|---------------|
| Social/Emotional Support/Self-Esteem | 60% | 25% |
| Behavior Encouragement/Support | 16% | 37.5% |
| Academic Support | 16% | 37.5% |
| Parent Requests | 8% | |

The attendance rate of mentees showed to be slightly higher than the attendance rate of the school in which they attend in elementary and intermediate schools. The attendance rate at one middle school showed that the mentees rate was slightly higher than the school attendance rate. In all other middle schools reporting indicate a slight decrease in attendance rate of mentees. The RIT results at both the elementary/intermediate and middle school levels show gain at each testing interval between fall and spring. Results are limited and too new to make a correlation between the results and the impact of the mentoring program.

? 96.2% indicated that when they are with their mentor, they feel special, important, or happy

? 90.8% indicated their mentor is always interested in what they want to do

? 90.8% indicated that they liked school and work hard to do well

? 98.4% indicated their mentor helps them to do better in school

? 87.3% indicated that they like school better because of their mentor

? 94.5% indicated that they wanted a mentor next year

One concern that we have had pertained to mentor transition between one semester to the next.

Our mentors may vary from semester to semester based on their availability and we wanted to ascertain the impact on the mentees from their point of view. For students who may have had more than one mentor over a period of two semesters or more the results are as follows:

? 53.8% indicated that they did not mind, and they like having someone visit them

? 36.9% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change

? 9.2% indicated that they did not want another mentor unless they stayed the entire year

Mentors Survey Results (Coastal students)

Overall

? 90.4% rated the mentoring experience good or excellent

? 80.4% agree> combining mentor work in university courses should be included in more courses at the University

? 86.6% agree> the mentor participation component of their course helped them to see how the subject matter they learned can be used in their daily life

? 79.3% agree> the mentor work they did helped them to better understand and/or apply in daily life the lectures, readings, and other materials in their course

? 88.7% agree> the mentor participation component of their course helped them see how the subject matter they learned could be used in their future career

? 99% agree> through the mentor program, a college student could make a difference in a child's life

Knowledge of Global World

? 90.3% agree> increased their intention to volunteer and provide service to others

? 86.4% agree> better understand their role in and responsibility to society

? 87.1% agree> helped them develop a better understanding of our global society

? 83% agree> gain a better understanding of diversity issues

? 93.6% agree

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The Mentoring Program features an internal and an external evaluation. For the internal component, Coastal Carolina designed data collection instruments, indicators, and process. The data collection process has been coordinated in conjunction with the Office of Institutional Research and Assessment at Coastal Carolina University and the HCS Office Assessment and Accountability Services at Horry County Schools. For the external component, Coastal Carolina has contracted with National Dropout Prevention.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

| Funding Source | Prior FY Actual | Current FY Estimated |
|-----------------------------|-----------------|----------------------|
| EIA | | |
| General Fund | | |
| Lottery | | |
| Fees | | |
| Other Sources | | |
| Grant | | |
| Contributions, Foundation | | |
| Other (Specify) | | |
| Carry Forward from Prior Yr | | |
| TOTAL | | |

| Expenditures | Prior FY Actual | Current FY Estimated |
|--|-----------------|----------------------|
| Personal Service | | |
| Contractual Services | | |
| Supplies and Materials | | |
| Fixed Charges | | |
| Travel | | |
| Equipment | | |
| Employer Contributions | | |
| Allocations to Districts/Schools/Agencies/Entities | | |
| Other: Please explain | | |
| Balance Remaining | | |
| TOTAL | | |
| #FTES | | |

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes No